C-88310

HILROY FELLOWSHIP PROGRAM

CATALOGUE OF 1988 SUBMISSIONS

Canadian Teachers' Federation
110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

PROGRAMME DE BOURSES AU MÉRITE HILROY

RÉPERTOIRE DES PROJETS DE 1988

Fédération canadienne des enseignantes et des enseignants
110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

INTRODUCTION

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are eligible to apply for Fellowships. Small groups of teachers who worked as a team under a coordinator are also eligible.

Beginning in 1989 twenty-eight (28) Hilroy Fellowship awards will be granted each year as follows:

20 provincial awards	$ 2,500 each
1 territorial award	$ 2,500
6 national awards for great merit	$ 5,000 each
1 national award for outstanding merit	$10,000

There are many excellent Hilroy submissions made each year. Unfortunately, due to the limited number of awards available, many of these submissions do not receive appropriate publicity and dissemination. The purpose of the Catalogue of Hilroy Fellowship submissions is two-fold:

To publicize the Hilroy Fellowship Program;
To make all Hilroy Fellowship Projects submitted each year available to teachers across the country.

The submissions are listed in this catalogue in the language in which they were submitted.

Further information on the non award-winning projects is available either from the teacher(s) concerned or from the provincial/territorial teacher organization concerned. The 1988 Hilroy Fellowship award-winning projects have been identified by the use of an asterisk. Information regarding these projects is available either from the above two sources or from the Canadian Teachers' Federation.

Hilroy Fellowship Program Application Forms and related instructions may be obtained from the

Secretary-Treasurer
CTF Trust Fund
110 Argyle Avenue
Ottawa, Ontario K2P 1B4

INTRODUCTION

Le Programme de bourses au mérite Hilroy, établi en 1969 par la Fondation de bienfaisance Roy C. Hill, est administré par le Fonds en fiducie de la Fédération canadienne des enseignantes et des enseignants. Il vise à encourager et à récompenser les enseignantes et les enseignants en exercice qui ont conçu de nouveaux moyens de perfectionner les méthodes pédagogiques.

Les membres de la profession enseignante du palier élémentaire ou secondaire qui ont innové des méthodes, des approches ou des moyens didactiques peuvent présenter une demande de bourse. Les petites équipes enseignantes, travaillant sous la direction d'un coordonnateur, sont également admissibles.

À partir de 1989 vingt-huit bourses au mérite Hilroy seront remises chaque année; elles comprennent:

20 bourses provinciales de	2 500 $ chacune
1 bourse territoriale de	2 500 $
6 bourses nationales pour mérite notable de	5 000 $ chacune
1 bourse nationale pour mérite exceptionnel de	10 000 $.

Un grand nombre d'excellents projets sont présentés chaque année dans le cadre du Programme de bourses au mérite Hilroy. Malheureusement, en raison du nombre limité de bourses, beaucoup de ces demandes ne font pas l'objet d'une publicité et d'une diffusion satisfaisantes. Le but du répertoire des demandes de bourse au mérite Hilroy est double:

- faire connaître le Programme de bourses au mérite Hilroy;
- mettre à la disposition du personnel enseignant de l'ensemble du pays toutes les demandes de bourse au mérite Hilroy soumises chaque année.

Les entrées figurent au Répertoire dans la langue de rédaction des projets.

De plus amples précisions au sujet des projets non primés seront fournies sur demande par les auteurs mêmes ou par l'organisation provinciale ou territoriale intéressée. Les projets qui ont remporté une bourse au mérite Hilroy en 1988 sont indiqués au moyen d'un astérisque. On peut obtenir des renseignements à leur sujet des deux sources susmentionnées ou de la Fédération canadienne des enseignantes et des enseignants.

Pour se procurer des formules de demande de bourse au mérite Hilroy et les instructions afférentes, il suffit d'écrire au

Secrétaire-trésorier
Fonds en fiducie de la FCE
110, avenue Argyle
Ottawa (Ontario) K2P 1B4

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BRITISH COLUMBIA/

COLOMBIE-BRITANNIQUE

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Colleen Brolund	RR#1, Site 8 Comp 31 Peachland, B.C. V0H 1X0	"Japan" "Sun, Sea and Sand" "Open My Door" Social Studies Curriculum (Grades 4-7)	1. "IMAGES OF JAPAN" - a journal of an extensive itinerary travelling to study Japan, meeting with government officials, touring urban and rural schools. 2. "Sun, Sea and Sand" - a unit of study; Social Studies Curriculum developed utilizing, research and the cultural experience. 3. "Open My Door" - a Japanese artifact kit. A transportable wooden box colourfully decorated with a Japanese Motif enclosing a variation of over 70 Japanese cultural exhibits and resources.	English
R. Glyn Davies	8120 Jones Road Richmond, B.C. V6Y 1L6	"Classroom Smorgasbord" Project for Social Studies and/or Drama (Grades 5-6)	This project leads students to examine how they, as young people of many cultures, can celebrate their similarities and differences and live in harmony in Canada as good citizens. The students role-play student from different countries around the world not getting along and then working out their differences.	English
Brien Dolan et al	350 Dogwood Street Suite 203, Unit 11, RR#2 Campbell River, B.C. V9W 5T7	Review and Referral Committee (Grades 8-12)	The Review and Referral Committee at Carihi Secondary deals with high school pupils who are 13-18 years of age and who are currently or imminently in need of special attention with regards to: 1. appropriate academic progress; 2. social behaviours and 3. emotional interactions.	English
Richard Edwardson***	9133 Gay Street Fort Langley, B.C. V0X 1JO	"DIG" - A Simulated Archaeological Excavation for Social Studies (Grade 7)	"DIG" is a simulated archaeological excavation. Following the Social Studies curriculum for B.C., the students study basic archaeological techniques, human anatomy, surveying and triangulation. They are then sent to a site where a large collection of artifacts and skeletal remains representing finds from Early Man to Ancient Greece have been buried. Using the techniques they have learned, the students excavate the site and take their finds back to the classroom for analysis. These finds form the starting point for many of their Social Studies and Science lessons for the remainder of the year.	English

****1988 Hilroy Award for Outstanding Merit/Bourse pour mérite exceptionnel de 1988***

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Victor Elderton	Box 1001 Garibaldi Highlands, B.C. V0N 1T0	Field Based Yearly Curriculum on Salmon (K-7)	An Ode to Onchorhynchus: Salmonid Field Curriculum encompasses a series of lessons which make up a one year unit about salmonid species. The curriculum has been written to encourage students in all elementary salmonids. It is a curriculum that has been intentionally written to assist students' study of salmonids in the real environments around their students.	English
Brenda Hepplewhite	17 Ravine Drive Port Moody, B.C. V3H 4G2	Daily Physical Education and Leadership for Intermediate Students	Each grade 4-7 is scheduled for 2 regular P.E. times run by the classroom teacher, and 3 "Health Hustle" classes run 5 times per week, 9:00-9:20. The teachers bring their classes to the morning workout on their non-scheduled P.E. days. Approximately 100-130 students work out each morning.	English
Dawn Jamieson et al	Box 610 Armstrong, B.C. V0E 1B0	Reading Comprehension: A Metacognitive Approach (Grades 4-7)	This project outlines a method that was developed to improve reading comprehension and a field study involving use of the method. The method features an instructional approach for teaching students a metacognitive approach for improving reading comprehension. The instructional approach is a combination of direct instruction, a metaphor for learning, verbalization and transfer.	English
Gerry Kovach and Lee Venables	Box 245 Cedar, B.C. V0R 1J0	Library Information Skills Project (Grades 8-10)	The program consists of 15 library-based assignments, 7 in Grade 8, 4 in Grade 9, and 4 in Grade 10. These assignments are presented functionally in the context of the English, Science and Social Studies subject areas. As the program is designed to teach the basic skills of locating, organizing and presenting information, a common system for note-taking, for writing an outline, and for writing a bibliography was established. Also important was a common definition of product terms: "report", "essay", and "research paper".	English
Shay McAuley	410 West Beaver Street P.O. Box 1060 Fruitvale, B.C. V0G 1L0	Successful Classroom Management (Grades K-7)	A successful classroom Management Program, designed to maximize student potential through motivation, incentive, and positive reinforcement. One of the primary objectives of this program is to draw public attention to the excellent educational opportunities which are being provided to students, on a daily basis through our public school system.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
John McGladdery	P.O. Box 1467 14 Ingenika MacKenzie, B.C. V0J 2C0	Monthly Folder Reporting System (All Levels)	The monthly folder reporting system consists of a file folder sent home at the end of each month. This contains: all of the daily work, a summary of achievement in each of the major subject areas, summary report cards and a class newsletter informing parents of special activities that the class has been involved in and of upcoming events.	English
Gyan Nath	2367 West 45th Avenue Vancouver, B.C. V6M 2J5	Business Communications 12 Speakers Program	In Business Communications 12, the students are provided with the opportunity of seeing the world of business in the classroom. In a very real way they develop their business communication skills. The innovation lies in the practical way in which the students fulfill their objectives. The Speakers Program is carried out under the guidance of the Business Communications 12 Speakers Program Committee. The teacher selects a theme to approach new as well as previous speakers. A different student is contacted for each speaker's visit.	English
Margaret Rainbow	5720 Grove Avenue Delta, B.C. V4K 2B2	Writing Ideas for Science Themes (Grades K-7)	The purpose is to introduce the writing process into the teaching of science units. The project is new because it uses two uniquely different areas of the curriculum and combines them. Components of the writing process: prewriting, drafting, editing, proofreading, publishing, and sharing are included. The materials for the project are not special, new ways are found for using them - books, sand tables, microscopes, rocks, seeds, water.	English
Margaret Robertson*	Box 1255 Salmon Arm, B.C. V1E 4P4	Outline of a Hospital/ Homebound Program	The purpose of the Hospital/Homebound Program is to ensure that teachers working with children who are ill - physically or emotionally - and confined to homes or hospitals are able to obtain appropriate training. The Outline covers the following topics: - Scope of Hospital/Homebound Programs - Operation of Hospital/Homebound Programs - Delivery Models - Role of Hospital/Homebound Teachers - Competencies and Qualifications for Hospital/Homebound Teachers - Training for Hospital/Homebound Teachers The scope of the Hospital/Homebound Program covers details of environments, instruction requirements, assessment skills, counselling, communication, scheduling, travel, office skills and Professional responsibilities.	English

1988 Hilroy Award Winner/Bourse au mérite de 1988

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Bruce Salant	Box 779 Fernie, B.C. V0B 1M0	Mathematics, Computers "Logo at the Grades 4 and 5 Levels"	The Elementary Computer Committee mandate was 3-fold: a) to purchase hardware equipment at the elementary school level; b) to design curriculum programs at all grade levels, k-7; and c) to provide teachers with the in-service required to implement these programs.	English
Robert S. Thompson	P.O. Box 4781 Vancouver, B.C. V6B 4A4	"Sideboard Exercise" for Teaching History (Grades 5-11)	The purpose of this method is to show students a stunning visual summary of a historical phenomenon. The main contribution of the exercise is to encourage the teacher to go further afield and bring to class materials which perhaps should be a part of the curriculum but which are not, and to stimulate his/her students by using such materials. The approach combines the dramatic, visual appeal of the photograph with the cerebral, informative appeal of the accompanying commentary.	English
Robert S. Thompson	P.O. Box 4781 Vancouver, B.C. V6B 4A4	A Cloze Film Study for French as a Second Language (Grades 9-12)	Of the four essential skills of language teaching (speaking, listening, reading and writing), listening is one of the hardest to teach in a lively, interesting way. There are three main objectives of the Cloze Film Study: a) to develop listening skills; b) to expose students to new, authentic native accents in the 'target language' and c) to show students film footage which will develop their awareness of the physical nature and the culture of the country whose language is being studied.	English
Robert S. Thompson	P.O. Box 4781 Vancouver, B.C. V6B 4A4	"History in the Now" (Grades 9-12)	Lecture, readings, questions, discussion. A lesson to enable the teacher to spend a few hours establishing closer connections between the past and the present so that the student learns to appreciate better the relevance of history i.e., how phenomena in the past continue to influence us now.	English

ALBERTA

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Ruth Bahnuik and Pat Ponting	Roland Michener School 5958 - 4 Avenue N.E. Calgary, Alberta T2A 4B1	Roland Michener Communications Project -- Using Telecommunications and Computers in a Grade 3 Classroom	The Roland Michener Communications Project is an innovative technique involving telecommunications and word processing in a Grade 3 classroom. It was designed originally to exchange information and ideas between urban and rural students through an integrated unit of Language Arts and Social Studies. During the course of the year, students using telecommunications became more personally involved in the writing and reading process. They saw editing as a natural step in writing and comprehension of written material became more important to them. It was realized that telecommunications and word processing could change the learning environment of any classroom.	English
Helen Bereta Anne Hamman Eldean Kathol	#1, 128-22 Avenue N.E. Calgary, Alberta T2E 1T3	Select-A-Centre - A Learning Facilitator for Primary Children	Select-A-Centre is a learning tool that organizes and manages the child's selection of activities within learning centres in all curricular areas. It provides teachers and parents with clear evidence of the child's development, both in the rate of learning and in the strength of the individual learning styles. It also enables teachers to make ongoing evaluations of the child's development.	English
Beverley Blanchard and Faye Walkey	1036-16 Street N.E. Calgary, Alberta T2E 4S8 3222 Doverthorn Road S.E. Calgary, Alberta T2B 2H3	Home Economics - Moving Into the 90's (Junior High)	Home Economics focuses on the challenges of daily life. Modern lifestyle stresses in the face of a new technological world make the processes of management and decisionmaking essential skills. The objective of this project was to design a program where content and skills in Home Economics were downplayed in favour of the decisionmaking approach. Basic skills became a by-product of practising management during home projects, laboratory experiences and classroom activities. These activities were integrated in such a way as to present to the student a unified picture of what management was all about rather than provide a series of isolated facts and skills.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Joy Booher Helen Bereta Anne Hamman Eldean Kathol Beth Paul Jean Levins	R.B. Bennett Elementary School 6305-33 Avenue N.W. Calgary, Alberta T3B 1K8	The Young Writer Project: Beginning Writing in Early Childhood	The objectives of this project are: 1. To encourage children to bring their knowledge of print and its purpose from the world around them to their writing experiences 2. To provide an environment rich in materials and literature for children to explore writing 3. To assist children in expanding upon their present store of symbols through daily writing experiences and conferencing 4. To use writing purposefully in journals, letters, lists, maps, and plans as well as captions for children's pictures, craft projects, and drawings of experiences at the activity centres 5. To provide conventional print "translations" to retain meaning for later reading by parent and child 6. To include in our programs the other strands of language, those of listening, speaking, reading, and viewing 7. To communicate with parents and provide them with the tools to become partners in literacy 8. To acquaint other Early Childhood teachers with discoveries made and encourage them to use this developmentally-based approach 9. To encourage awareness in other teachers of whole language so that their methods will also reflect the child's need to write and so that they will see the continuum of stages towards conventional print.	English
Linda Bradley**	1075 Marcombe Crescent Calgary, Alberta T2A 3H3	Video Movie - The Great Canadian Quest (Grades 3-4)	Ours is a small school and as often happens in small schools, the parents of our students sometimes feel that their children do not have the same opportunities for new and different experiences that are available to students in larger schools. "The Movie", as it has come to be known in our community, has made a marked change in this attitude and parents (both native and white) have found themselves bragging to parents of students in other areas about all the "things" their children are doing. For a school like ours this is a definite step in the right direction. The program consists of the planning, preparation and filming of a marionette puppet video by students in a classroom situation. Elements of Social Studies, Art, Oral Language and Creative Writing are integrated within the film's framework.	English

1988 Hilroy Award for Great Merit/Bourse pour mérite notable de 1988

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Harvey Hiller	Box 1031 Hinton, Alberta T0E 1B0	A Computer-Based Instructional Program for the Alberta Junior High Instrumental Music Program (Grades 7-9)	Recognizing that instrumental music teachers would like to have greater control over the exercises and repertoire used to develop beginning and intermediate instrumental music skills and concepts, this project was designed to provide a data base of exercises and an instrument for classification of repertoire into units of instruction.	English
Lauretta Howard	4638 103A Avenue Edmonton, Alberta T6A 0W4	"UN-DUMB" - An Amazing Discovery! (Grade 1)	Children learn best through experience, through being actively involved in their own learning. This project outlines the development of a child-centered-activity-based classroom where children are encouraged to explore, experiment, question and learn, learn, learn.	English
M.-ilyn Hrycauk and Phyllis Pollard	Box 194 Cold Lake, Alberta T0A 0V0 Box 1853 Madley, Alberta T0A 2M0	Kids in Control (K-3)	Kids in Control consists of a set of programs on a computer disk, with a teacher resource book, for primary classrooms. These programs include: 1. KLOGO, a program that extends the Logo computer language to enable even preliterate children to program the computer. They program a screen turtle to draw pictures on the computer screen using mathematical concepts that are within their range of understanding. 2. The disk also includes an interactive word processor, DUMPER, that enables children to write a story about their picture and independently print their picture and their story together. 3. Additional programs that allow children to compose music and poetry, create patterns and evaluate their programming skills. The teacher resource manual describes how KLOGO and DUMPER have been used in a regular classroom environment as part of an integrated, experienced-based approach to mathematics and language.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Laura MacKinnon	23 Deerbrook Road Calgary, Alberta T3J 5G6	Bears: A Whole Language Integrated Curriculum (Grade 3)	This curriculum unit was designed in response to a perceived need for greater integration of the language strands across traditional subject boundaries. A "Bear" theme was selected as it was felt it was a high interest topic which would lend itself to a variety of sub-themes, concepts and instructional activities for this purpose. The curricular focus of the unit was a whole language novel study on bears. The integration of language strands and subjects around this theme was intended to assist elementary school-aged children relate their learning in school to the knowledge and experience they brought to the curricular context. "Curriculum" in this unit has a 'holistic' meaning as it is understood in terms of commonplaces: the learner; the subject matter; the milieu; and, the teacher. A responsive, emergent evaluation model was formulated to portray the true nature of this curriculum as it evolved in the classroom. Qualitative, ethnographic evaluation is more holistic, focussing on a diversity of interactions and processes.	English
Frank McGeachy*	192 Haysboro Court S.W. Calgary, Alberta T2V 3G3	Thought Spheres - A Mind Model	This project attempted to place the mind explicitly at the centre of the learning and thinking processes. An original mind model was devised for use by students in every learning experience. The model's chief characteristics include its ability to differentiate between the fundamental thinking formats, its capacity to drive and direct students' thinking processes, and its power in generating creative thinking and fostering decisionmaking. While the model has universal cognitive application, it was geared for the purposes of this project to scientific inquiry.	English

**1988 Hilroy Award Winner/Bourse au mérite de 1988*

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Jennifer Roy Miller	53 Alberta Drive Fort McMurray, Alberta T9H 1P6	A Primary Program For Reading and Writing (Grade 1)	This project is a complete program which includes a set of five beginners' readers (20 pages each) and a 421 page guide. It is a unique blend of the phonics, sight and whole language methods. The guide contains many pages to be duplicated for classroom use which are all related to the readers and the follow up program: word lists, spelling lists, cut and paste activities, printing files, comprehension exercises, tests, printing and phonics exercises, and letters to parents. It also contains everything teachers need to know to use the program: an introduction to the program, explanations of things that need to be made to accompany the program, a detailed guide on how to use the readers, descriptions of teaching techniques and how to continue the program after the readers, and even sections on extras such as how to set up creative centres and how to organize parent helpers. In short, it contains just about everything one needs to know to teach Grade 1 reading and writing.	English
Mary-Ellen Perley	Apartment 903 13910 Stony Plain Road Edmonton, Alberta T5N 3R2	Ancient Civilizations of the Mediterranean - A School-Initiated Grade 9 Option	The objective of this course is to develop greater awareness of and deeper appreciation for the roots of western culture. The course covers four major historic and cultural areas, Mesopotamia, Egypt, Greece and Rome. Each cultural area is examined vis-à-vis its history, culture, religion and technical advancements or contributions. The course gives students a broader reference base from which to work in later secondary and postsecondary education.	English
Mary-Ellen Perley	Apartment 903 13910 Stony Plain Road Edmonton, Alberta T5N 3R2	Nursing Home Project (Grade 9)	The objectives of the Nursing Home Project are to enhance and deepen the students' understanding of aging and the aged, as well as training them to transcribe and write oral history. The project involved an examination of cultural attitudes toward the aging and the aged, through an analysis of reading materials and through the personal contact with the residents of St. Michael's Nursing Home. The culmination was student produced personal histories published in a book entitled The Shadows of the Past.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
David Watts	5839-143 Street Edmonton, Alberta T6H 4E9	DREAMREAD/ REVALIRE (Kindergarten)	DREAMREAD/REVALIRE is a project that utilizes the children's own dreams as motivators and content for language development, reading and composition. It began spontaneously out of a discussion of dreams following the reading of Maurice Sendak's Where the Wild Things Are. With insufficient class time to hear everyone's dreams in the full group situation, a couple of "dream centres" were set up for the children to tell their dreams individually to adults who would record them. When it became apparent that later recall of the dreams followed the original telling almost word-for-word, it was decided to script the dream-experiences in "big book" format, one per child, for future reference and comparison. As an adult read the dream-book back to its child-author, or the child re-told the story to an adult who followed it in the text, gradual recall shaded into reading.	English

SASKATCHEWAN

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Jacqueline Colleaux	418 Brabant Terrace Saskatoon, Sask. S7J 9Z6	French Immersion Kindergarten Guide and Log Book	The purpose of Le journal pédagogique is to provide a systematic "cookbook" style guide assisting early total immersion kindergarten teachers in the following ways: - To provide a philosophy of the child as well as a philosophy of an immersion program at a kindergarten level. - To provide a clear set of attainable goals and objectives. - To provide a practical guide regarding the selection and organization of content and to provide suggestions regarding the selection and organization of learning activities. - To provide continuity in content through suggested themes and activities. - To enhance and facilitate long-term planning by providing systematic guidelines for a full academic year. - To provide specific day to day and month by month suggestions for teaching-learning activities. - To provide a program applying a variety of approaches and methods suitable to second language acquisitions. - To provide a list of suggested materials and resources. - To ensure that teaching-learning activities are based on the principles of the pedagogy of Early Childhood Education. - To provide a sequential, thematic, integrated, activity-centered guide and log book always keeping language acquisition in mind. - To provide supportive materials such as explanation of games, symbolic songs, examples of stencils, samples of illustrated stories for the level, list of materials - games, toys, learning materials which support the program.	English
Doug Craig	1166 Third Avenue N.E. Moose Jaw, Sask. S6H 1G1	Computer Assisted Learning in Special Education (Grades 7-8)	The computer assisted learning program in special education is a program that provides an opportunity for a group of special students to learn and develop using computers and the appropriate software. These learners use these computers and software to develop basic skills in the areas of English, Mathematics, Social Studies and Science. Two other important areas of development are creative and critical thinking. These areas are developed using problem-solving techniques with the aid of the computers. This program allows these learners to spend up to twenty (20) hours a week using computers to learn.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Elaine Darroch	1971 Hillcrest Place Swift Current, Sask. S9H 1P3	Experiencing Grey Owl's Literature (Grade 6)	He was an Indian. He was a halfbreed. Or was he an Englishman? He was an author, a naturalist, a lecturer. A man presented to Prime Ministers and Kings. He was a drunkard. Perhaps a bigamist? To most people of the past and, unfortunately, even more so the present, he was a question mark. A man known more by rumour than fact - judged more by gossip than reality. Where does the truth lie? This is the question that the interdisciplinary project "Experiencing Grey Owl's Literature" set out to answer.	English
Dwain E. Drew	Box 863 Carrot River, Sask. S0E 0L0	Enrichment Through Communication (Grades 7-8)	The enrichment of the Social Studies curriculum offered to the Grades 7 and 8 students in Ridgedale School is accomplished through a unique method of communication with other people in our country and around the world. The learning process, however, is not restricted to this subject area, and it is this versatility that makes the program valuable for students and teachers alike. The objective of this program is to stimulate the interest of the students in the Grades 7 and 8 Social Studies class in other people in Saskatchewan, Canada and the world. Other lessons are learned in English (penmanship, spelling, grammar), media methods for gathering and publishing newsworthy events, and the value of cooperation between people across our country to successfully complete our program. Younger students' enthusiasm for the program is established long before they are part of it.	English
Dolores Haberman Charlotte Krienke Bonnie Kachur Alma Bryski Carmen Bassingthwaite Susan Pendleton	Georges Vanier School 820 Wilson Crescent Saskatoon, Sask. S7J 2M4	Creative Drama Unit (Grades K-3)	The primary purpose of this project is to provide integrated materials for the classroom teacher and to model good drama teaching techniques. It is important that the material be presented in an attractive, easily accessible format. The result is a desk size easel categorized accordingly to subject matter. It is essential that the result be an appetizing format which promotes use. Language Arts and Social Sciences curricula especially may integrate the activities into the lessons.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
James Hartman	Box 114 Balcarres, Sask. S0G 0C0	Balcarres Division II Academic Sports Intra-mural Program (Ages 9-13)	The purpose of this program is to help the students realize their full potential through participation and involvement in academics, physical education and extra-curricular activities. The intra-mural program promotes participation in all school activities and recognizes each student's abilities. Students learn sportsmanship, team play and responsibility. Students, because of the program have a better appreciation for academics and physical activity: a healthy attitude, a healthy body, a healthy mind.	English
MaryAnne King and Beverley Gunnlaugson	Box 3098 Nipawin, Sask. S0E 1E0 Box 1916 Nipawin, Sask. S0E 1E0	In-service for More Effective Instruction	The objectives of the project are: 1. to improve classroom instruction; 2. to help teachers develop an awareness of their teaching and to increase confidence and competence in the areas of teaching strategies, motivational techniques, classroom management and pupil evaluation; 3. to develop peer coaching skills; 4. to create a positive learning environment for children; 5. to promote more effective schools.	English
Marilyn J. Lewis	129 Academy Park Road Regina, Sask. S4S 4G8	A Method for Developing Leadership, Trust, Respect and Self-Esteem (Grade 2)	The objectives of this project are for the children: 1. to develop social skills which promote leadership abilities, respect for self and other individuals, and foster trust between student/student and teacher/student; 2. to achieve a higher level of self-esteem and confidence which will reflect as a positive influence in their behaviour and academic achievements in the classroom.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Maurice R. MacGregor*	201-33rd Street Battleford, Sask. S0H 0E0	Batoche-Peace - Paix-Battleford (Grades 10-12)	The French Immersion Program of North Battleford Comprehensive High School includes three Social Studies/History Courses from Grades 10 to 12. Students often encounter other cultures besides the English and French cultures, namely the Métis, the Hutterites, the Indian and the Ukrainian cultures in these studies. The opportunities for learning respect, understanding and the ability to embrace and value cultures other than their own are provided through indepth research and co-curricular activities. During an Open House Canada Exchange with students of Shawinigan, Quebec (1982), students and teachers felt that there was a real need to communicate, in a dramatic way, the highlights of our rich cultural history here in the Battlefords and region. As a result of this, students have been working for some five years on the research required to write and stage an historical television play. The research phase was well under way in the Spring of 1984 when a large delegation of students participated in a research tour of the provincial capital. Students visited the RCMP Training Centre where Louis Riel was hanged on November 16, 1885. They also toured the Saskatchewan Archives Building and were afforded on-the-spot answers and photocopies of documents they had written about previous to the trip.	English
Kenneth Marland Merrill Bulin Max Abraham Marilyn Hall	801 University Drive Saskatoon, Sask. S7N 0J5 218 Poplar Crescent Saskatoon, Sask. S7M 0A6 218 Highbury Court Saskatoon, Sask. S7H 4W3 4114 DeGeer Street Saskatoon, Sask. S7H 4S2	"Be Fit Be Fun" (Grades 3-7)	Children who feel intimidated in a classroom cannot direct all their energies towards learning. "Be Fit Be Fun" is a unit of integrated lessons which attempts to show students how a classroom atmosphere can effect the feelings of students who are handicapped or who seem different from the general population. By developing this awareness in the students and drawing upon their creativity and problem-solving skills through a variety of active games, the program provides steps that can be taken to let all students feel welcome in their classroom.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Janet L. Mills	Box 368 Dalmeny, Sask. S0K 1E0	Reading Immersion Program (Grade 1)	The reading immersion program was implemented to replace a basal reading program. The basal program had predictable results - some children would experience a high degree of success and learn to read easily and successfully; others would learn, achieving varying degrees of success, but too many children would suffer a loss of self-esteem in their struggle to master the printed word. Just as naturally as learning to listen and speak so too should children acquire the ability to read and write. Reading immersion is seen as a means to achieve reading success.	English
Karen [Kelly] Murphy*	422 Spadina Crescent W. Saskatoon, Sask. S7M 1N9	Story Circles: Storytelling through Drama for Urban Native Youth (Ages 13-19, Grades 6-9)	Saskatchewan has perhaps the largest population of Indian people outside the territories. Yet there are few special programs to meet the unique needs of urban Indian youth who have rejected the regular school systems because of loneliness, alienation and attendance problems. This project arose from the students' needs to feel comfortable in an educational setting before they would use English spontaneously in either spoken or written form. The tradition of winter storytelling of the creation myths and moral parables of ancient oral Indian literature are drawn on. European theatre techniques and problem-solving skills to collectively create a contemporary story in English for schools and general audiences are added.	English
Evelyn C. Novak	228 Main Street Saskatoon, Sask. S7N 0B5	Extended Enrichment Opportunities (Gifted Education) (Grades 5-6)	The specific objectives of this program are: 1. to provide identified gifted students with an enriched curriculum in creative thinking and productive higher level thinking skills, problem-solving skills, and research skills; 2. to provide a forum for identified gifted learners to interact with peers and experts in order to broaden their own frames of reference; 3. to increase the learner's knowledge in a variety of subject areas; 4. to ultimately provide the skills necessary for the gifted learner to become a responsible, creative independent learner.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Llyod W. Ratzlaff	415-2233 St. Henry Ave. Saskatoon, Sask. S7M 5K6	The Planning Implementation and Evaluation of a School-Wide Discipline Program	St. Mark School is an urban K-8 school of more than 500 students. Three years ago, the principal reported he was spending 80 percent or more of his time disciplining recalcitrant students who had been referred to him by frustrated classroom teachers. The intent of the Program was to solve the problem of the general disgruntlement about the current situation in the school, and to do it without forcibly subjecting the students to our wishes or simply perpetuating the chaos with which many of them were already too familiar. It was determined to distinguish clearly between discipline and punishment, to model for students the meaning of responsibility, to be definite about the consequences of overstepping limits, and to endeavour to teach students self-discipline in place of external forms of control. The goal was seen as restoring order among school functions, so that students would be free to study, teachers would be free to teach, administrators free to administrate, counsellors to counsel, and parents free to parent when responsibility for the children reverted to them from the school. And we wished to involve the entire school -- students, teachers, support staff, administrators, and parents -- in the project.	English
Rick Rowley and Elaine Garneau	314 Benesh Crescent Saskatoon, Sask. S7K 6P5 109-113th Street Saskatoon, Sask. S7N 1V8	Integrated Designated English/French Language Arts Program (Grades 10-12)	This project was developed to meet the needs of French Immersion students at the secondary level. It is an integrated approach to the English and French Language Arts programs. Integration means analyzing and combining characteristics of both courses so that they compliment each other. In this regard, if a particular aspect of the course is common to both programs, it can be taught in either English or French or both as well, certain parts of the course are taught in English or French only.	English
Maureen Anne Shelstad	459 Delaronde Road Saskatoon, Sask. S7J 3Y6	Computer Applications (Grade 10)	The Computer Applications project is designed to meet the needs of teachers in the computer applications field. It is set up in a manual format which includes notes, problems, exercises and a list of extra materials used to enhance the course. The notes give students a background in computer literacy, application programs and data communications. The exercises and problems start at a basic level and work into more complex assignments. The desire is to give students basic computer skills for life after high school whether it be postsecondary education or the work force.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Carol A. Smith	1068 Simcoe Street Moose Jaw, Sask. S6H 3J2	Implementation of Computer Assisted Instruction for Trainable Mentally Handicapped Students Ages 6-10 Years	The objectives of this project are: 1. to evaluate student performance on standardized tests in speech and language development through computer assisted instruction; 2. to Evaluate student performance on a developmental inventory of basic skills through computer assisted instruction; 3. to provide students with the opportunity for drill and practice with an increased number of repetitions that are interesting, immediately reinforcing, stimulating and varied to meet the students' individual needs; 4. to provide a resource to other teachers and/or parents interested in computer assisted instruction for students ages 6-10 years.	English
Eveline Marie Topping	Saint-Isodore de Bellevue (Saskatchewan) S0C 3Y0	L'histoire du petit grain de blé	Une trousse comportant un livre avec illustrations et une série de diapositives avec cassette a été conçue pour aider les élèves de 3e et de 4e année à comprendre les différents procédés que subit un grain de blé jusqu'à la production du pain. Elle montre l'importance de la culture du blé pour notre pays ainsi que pour le Tiers monde.	Français

MANITOBA

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Margaret Archer	RR#2 Dauphin, Manitoba R7N 2T5	Cross Curriculum Whole Language Integrated Approach for Elementary Education	A great deal has been written and discussed on the effectiveness of an integrated language arts program. It stands to reason that the integrated approach to learning across the curriculum poses an even more advantageous learning experience for children. It also makes more efficient use of the teacher's time thus freeing the teacher's time for more individual instruction.	English
Shirley Augustine and Anne Tymos	581 Ian Place Winnipeg, Manitoba R2G 0K5 259 Sansome Avenue Winnipeg, Manitoba R3K 0N9	Curriculum Concept Maps K-6	Concept mapping is in essence a process of reduction. It has an hour-glass effect. A complete course of study curriculum is reduced to a summary graphically depicted as a concept map. It is a device for focussing from the general to the specific and back to the general. The purpose of using concept maps is to: 1. provide teachers with an overview of curriculum topics; 2. provide an indicator for curriculum content in previous grades, the current grade and the following grades; 3. provide an efficient use of time by avoiding duplication of topics; 4. serve as a reference of content; 5. identify areas utilizing the writing process and language across the curriculum; 6. serve as a checklist of detail of content; 7. graphically suggest areas for subject and topic integration; 8. provide opportunities for development and mastery of teaching and learning strategies; 9. provide student experience in inquiry, critical thinking, and higher level thinking.	English
Terry Bilyk	250 Southwood Drive S. Winnipeg, Manitoba R3R 3H3	The "Great Science Magic Show" (K-6)	Science is a required part of the K-6 curriculum. But both students and teachers have become afraid of science. This has happened because of a number of factors. Students feel that scientific principles are difficult to understand. Content material seems extremely structured, and as a result - boring. Elementary teachers feel they do not have an adequate background to teach science, that the availability of materials is scarce and science labs are only provided at senior levels. How can students and fellow teachers become motivated to learn and teach the principles of sound, air pressure, forces and gravity? By combining the principles of science with the mystery of magic the "Great Science Magic Show" has helped motivate students, while at the same time, given teachers a new teaching tool to bring science back to life.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Richard Gruenor Jim Paterson Brenda Ross Alexander Dryburgh	Chief Peguis Junior High 1400 Rotherey Street Winnipeg, Manitoba R2G 1V2	Vancouver Field Study (Grade 9)	The Vancouver Field Study is an integrated Canadian Studies/social and personal development project which is reflected in the dichotomy of its goals and objectives. Major objectives are twofold as shown below: Canadian Studies - Broad experience in a community distinct from their own - Inquiry under the following headings - economic, geography, history, cultural, politics, science education and lifestyle - Develop a better understanding and appreciation of regional differences, Canada's role as a trading nation, geographic influence on life forms and climate - Attainment of educational goals which are appropriate to the students - Student access to concrete reality in the subject area - Students and teachers inquiry together Social and Personal Development - Interaction and communication skills - Independence and self-reliance - Financial responsibility - Physical well-being - An appreciation of others - Encourage sense of wonder - Improve self image - Examine education and career goals.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Al Friesen*	1414 Mars Drive Winnipeg, Manitoba R3T 1B9	Integrated Growth: Reaching the Total Student	There are some key objectives that lie at the root of this program. Emotionally needy young people find working with animals therapeutic. It redirects their focus of attention from self to another creature which is placed in their care. Secondly, this Animal Centre assists me in integrating numerous subject areas for my students. Thirdly, I want to provide young people with the experience of hands-on responsibilities in caring for animals. I also want students to learn to appreciate wildlife and all of nature - something we need to preserve, enjoy, and utilize wisely. Fifth, I wish to provide for other schools and educators, a centre that will be able to supply them with pets and pet supplies at affordable prices, and a place that will take in animals that are no longer needed in their program. And finally, I wish to continue to extend this program to the actual placing of students on real farms for the months of July and August, where they can experience a different pace in life and a different attitude toward life.	English
Émile Hacault	16 Wiltshire Bay Winnipeg (Manitoba) R2J 2L5	Radio scolaire Gabrielle-Roy!	Les élèves suivant des cours de français en 10e, 11e et 12e année participent à la préparation d'émissions de radio, mettent ainsi en pratique leurs aptitudes à lire, parler, écrire et comprendre le français. Le but du projet est de promouvoir la culture française dans l'école et de permettre la promotion d'activités réalisées par et pour les élèves.	Français
Judith J. Hattie	Box 53 Whitemouth, Manitoba R0E 2G0	Agassiz Science Klub (ASK)	The project known as the Agassiz Science Klub (ASK) began as a gleam in a teacher's eye. The gleam became a glow when a student expressed a wish for such a club and a readiness to assist in running the activities. It quickly became obvious that these two were not alone in their search for understanding and participation in a fellowship of science. So began an exercise in Participation for the Mind. ASK's main objective is to help kids feel better about life. It seems as though a lot of science is important to all of us because we keep hearing terms like "melanoma" and "AIDS" and "ozone" and "Chernobyl". Instead of getting scared and confused we started a club to find out about this stuff and find ways to make the world happier and safer. We raise money for research on children's diseases, we entertain kids in the hospital and we help wildlife conservation around the world.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Albert Kelsch**	274 La Verendrye Street Winnipeg, Manitoba R2H 0B8	Vocational Music - Audio Recording Performance Production Program (A.R.P.P.P.)	A number of students at R.B. Russell Vocational High School indicated a desire to pursue music performance and production as a vocation after graduation. While participating in the Music Option classes, (1982-85), these students succeeded in writing, recording, producing, packaging and marketing three, student-performed original recordings: 1. Russell's Tussle (82-83): a 45 record 2. School Aerobics (83-84): an exercise booklet and music cassette 3. Anaconda (84-85): a commercial extended-play record. These recordings involved more than music: whole school involvement included the art, photography, printing, commercial arts, business education, physical education and the language arts departments of the school. Schools tend to resist change, often lagging far behind the society they serve. They tend to train people for the past, while failing to respond to already emerging needs. A.R.P.P.P. is a futuristic curriculum designed to meet these needs, in the area of music and training for employment in music-related industries.	English
Jennifer Lawson	311 Truro Street Winnipeg, Manitoba R3J 2A2	Hands-On Science (Grades 1-3)	The process of developing the Hands-On Science programs was an effort to enable teachers to more effectively instruct primary students in science. The programs were designed to focus directly on the concepts and objectives of the K-6 Science Curriculum for Manitoba in grades 1, 2 and 3. Resources and teaching materials for these grade levels are not readily available. Therefore, it was believed that the development of such resources would allow for more effective and successful science instruction in Manitoba. At the present time, approximately ninety of the Hands-On Science programs are in circulation in the province of Manitoba. Teachers are using them both as the basis and as a supplementary resource for the teaching of science in the primary classroom. The programs focus on the development of children's scientific process skills in an activity-based setting, as specified by the K-6 Science Curriculum for Manitoba. Lesson plans for teachers, student activity sheets, large graphics, and suggestions for implementation are all included in the programs.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Murray MacMillan	14 Darrach Bay Brandon, Manitoba R7B 2L3	"What Did 'We' Get?" - The Use of Group Dynamics in the Study of Canadian Nationalism	"Whad ya get?" "What ya get?" "Oh! I beat you by a mark." The next time you hand back an assignment or a test, sit back and count the number of times you hear these statements. Having personally heard these statements so often I set out to change this type of attitude for at least one unit of study. Wouldn't it be unique and refreshing to hear the phrase "What did 'we' get?" for a change. Thus, I decided to approach the unit on Canadian Nationalism by means of the group work method. However, I was determined not to use an ordinary approach to group work, I wanted to try something that would be innovative. The procedure chosen serves many purposes. They are as follows: 1. To seek new ways to motivate my students to learn about Canada. 2. To maintain a "student-centered" as opposed to a "teacher-centered" approach as much as possible. 3. To use the "group approach" to study the concept of nationalism since it deals with the forces which bind people and ultimately nations together. 4. To give a "new" meaning to the term "group work".	English
Sharon Mehnier	905 Borebank Street Winnipeg, Manitoba R3N 1G5	Study Skills: Learning How to Learn (Grade 10)	Study Skills: Learning How to Learn is a preparation course being offered at Tec-Voc High School to all entering students. The broad aim is to ensure that students are able to learn for themselves, employing study skills and learning strategies for successful learning. The objectives of the project are: 1. to provide all entering students with learning strategies and study skills. 2. to enhance students' confidence and self-image. 3. to improve students' performance in regular content area classrooms.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Connie Shaw	#1708-60 Wyllams Lane Winnipeg, Manitoba R2G 2G7	"THE COMPANY" (Ages 5-10)	"THE COMPANY" is an alternative music course available to students at Winnipeg's Tec-Voc High School. "THE COMPANY" class, comprised of singers, dancers, instrumentalists, and technicians, prepare a rock music presentation that tours to Manitoba Schools for three weeks each Spring. The objectives of "THE COMPANY" are: 1. to prepare and present a rock and roll music production which emphasizes quality and excellence; 2. to use popular music as a motivational tool that will extend the students' interest and participation in the traditional music areas of instrumental and choral; 3. to help the students build personal confidence and develop a professional work ethic through the demands of a three-week tour; 4. to give students the opportunity to perform the music of their generation to an audience comprised mainly of their peers.	English
Norine Sieunarine	557 Waverley Street Winnipeg, Manitoba R3M 3K7	Voyageur Festival (Grades K-6)	The Voyageur Festival is a program consisting of various activities organized: 1. to enhance the learning of French as a second language; 2. to enhance the appreciation of the French Canadian and Native cultures in our society; 3. to promote the cultural awareness of the French Canadian and Native cultures of Canada; 4. to create a school atmosphere that brings together students, teachers and community for an appreciation of French Canadian and Native cultures.	English
Ginette Simard	14-30, croissant Coral Thompson (Manitoba) R8N 1N1	*J'ai parlé français aux oiseaux!*	Le projet offre aux élèves de 3e année l'occasion d'apprendre et d'étudier la langue française à l'extérieur du milieu scolaire. Après un mois de préparation dans la salle de classe, les élèves passent trois jours et deux nuits dans un camp.	Français

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Paul Weitzel	Box 12, Group 320 RR#3 Winnipeg, Manitoba R3C 2E7	Snow Ecosystems: Understanding Through Field Inquiry (Grade 9)	The ideas revolving around ecological studies have mushroomed over the past decade. From personal experience, however, and in consulting with others doing similar programs, it appears that most are conducted during the temperate times of the year. Any out-of-school experiences conducted during the snowy season have been of a life skills experience nature where survival and recreation have been the norm. For approximately half of the year, most areas of Canada are subjected to this continuous blanket of snow. Despite this long period of time, our lifestyles tend to revolve around an avoidance of the outdoor environment. A change of attitude is necessary, and it is through the investigation of life in this natural habitat that one hopes to reverse this tendency.	English

ONTARIO

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Alfred Abouchar	30, prom. Saddletree Willowdale (Ontario) M2H 3L3	Jeux de simulation en physique	Le projet a consisté à élaborer un didacticiel axé sur le nouveau cours de physique de 12e année du cycle supérieur. Il s'agit d'une série de cinq jeux de simulation visant à reproduire des activités de nature expérimentale en physique.	Français
Carole Abrams and Sandra Miller	RR#2, Box 11 Dundas, Ontario L9H 5E2 55 Spruce Street Cambridge, Ontario N1R 4K2	Why Johnnie (and Jill) Can Read (Ages 5-8)	This project is based on the premise that all children bring prior reading experiences to school by way of environmental print. By showing children they can read and by motivating them to continue that reading in a relaxed, accepting atmosphere, they will develop a love of reading that will last a lifetime. Our 'mystery message' motivates all children to watch words being put into print. It allows all children to participate in a natural language experience in a non-threatening atmosphere. It draws from each child's personal experience on a daily basis. Each child has a vested interest in sharing the decoding of the message.	English
Robert Allan	Box 108 Queenston, Ontario L0S 1L0	Pneumatic Robotic-Manufacturing Work Cell (Grades 11-13)	The objectives of this program are: 1. to expand the existing Fluid Power - Robotic course; 2. to install a real industrial pneumatic robot and a manufacturing work cell; 3. to use all industrial components and controls to bring the real-life industry to the classroom; 4. to design a program for the students to work through material handling, assembly, and process applications using the pneumatic robot in live work cells as well as learning the programming and maintenance skills required in industrial robotics.	English
Patricia Barr and Valerie Connor	51 Vista Drive Mississauga, Ontario L5M 1C3 3265 South Millway Drive #47 Mississauga, Ontario L5L 1C3	The Holistic Learning Model (Grades 2-5)	The purpose of the Holistic Learning Model is to provide a structured framework for the development of broad based units that encompass a wide domain and focus on the whole child to meet their individual needs. Using an eclectic approach, this model stresses the importance of self in relation to others and the environment. It allows the students freedom to grow in a harmonious way within a trusting, loving and respectful environment and encourages children to become autonomous learners.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Penny Barr	33 Haddon Street Toronto, Ontario M5M 3N1	Computer/Newspaper Course (Fifth English Basic Level Course)	This Computer/Newspaper Course is a change from the teaching methodology usually found in the traditional English Classroom. It follows the principles of androgogy as opposed to pedagogy. There is no list of prescribed tests which the teacher imposes on the students for the purposes of practising communication skills. There are no assignments given for which the student sees little future relevance and which at the most might be read by two or three people. Students select their own tasks and impose their own deadlines. They are gaining practice in a natural working setting with no motivation required other than "We've got to get a paper out on time that people will read!" Essential life skills are learned which are directly applicable to the world of work where most of our students are heading.	English
Louise Belley	26, croissant Gervin Nepean (Ontario) K2G 0J8	Programme de pré-phonétique	Le programme est destiné aux élèves francophones ou aux anglophones de classes d'immersion en français âgés de cinq et six ans, ainsi qu'aux élèves éprouvant des problèmes auditifs dans les classes de récupération du cycle primaire. Il vise à préparer les enfants à la lecture en leur faisant faire des exercices en autonomie dans un centre d'écoute.	Français
Jeanne Bryan*	Box 64 Ignace, Ontario P0T 1T0	"TROOPER" AWARD (Grades K-6)	The purpose of the program is to recognize the positive qualities of our children. Anyone can do a good deed, improve in his/her work or accomplish a task on which he/she has been working. All children qualified! The Kindergarten child who learned to tie his/her laces, a Grade 4 child who helped a Learning Centre child to read, someone who turned in lost lunch money, someone who held a door for a person with his/her arms full of books and so on. The possibilities are endless! You do not have to be a scholar or an athlete to win. The self-image of the children is enhanced greatly.	English
Danièle Cloutier et Diane Roy	2000, rue Quincy Gloucester (Ontario) K1J 6B5 1882, prom. Elmridge Gloucester (Ontario) K1J 7R5	Le calendrier mensuel d'activités d'enrichissement	Le calendrier a pour but de fournir au personnel enseignant des cycles primaire et moyen des idées, des stratégies et du matériel pouvant enrichir le programme pendant chaque mois de l'année scolaire. Les élèves, âgés de 7 à 12 ans, sont stimulés par les exercices de pensée créatrice, logique et critique.	Français
Robert Coghill ~~Peter Fillingham~~ Carol Deffett	Admiral Collingwood Public School 55 Hume Street Collingwood, Ontario L9Y 1V3	Behaving Like Researchers (Grades 2-7)	This unit was prepared for a Special Education class for those who were identified as having "Behaviourial Exceptionalities". The goal of the project is to take a group of students who have very limited academic success (due, for the most part to behaviour problems) through a process that introduces them to library research skills. The needs of these students are primarily social, or behaviourial. The most pressing need for these students is to be able to apply the social skills they are learning in their classroom to a new and different situation, in this case, the school library-resource centre.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Phyllis Cooper	30 Millburn Drive Islington, Ontario M9B 2W9	An Original Bilingual "Drama with Music" Written for Primary and Junior Level Students in a Dual-Track School	Some of the objectives of this program are: 1. to bridge the language barrier in a dual-track school by involving both the English and French components in the same production; 2. to bridge the level barrier in a K-6 school by combining primary and junior students in a mutual endeavour; 3. to give English-speaking parents of French Immersion students the opportunity of understanding what their children's performance is all about; 4. to provide a non-judgemental, "no wrong answers" vehicle for children not especially gifted in the area of self-expression.	English
Catharine A. Comford and Sara Wegner	32 Pentland Crescent Kanata, Ontario K2K 1V5 RR#2 Kemptville, Ontario K0G 1J0	The Missing Link - A Metalinguistic Approach to Reading (K-8)	The purpose of this program is two-fold: 1. To improve the reading skills (both decoding and comprehension) of students who are having difficulty learning to read due to suspected or identified learning disabilities. 2. To increase teachers' awareness of the relationship between language weakness and reading problems.	English
Robert Cottrell** et Christiane Spragg**	a/s Quinte Secondary School 45, rue College ouest Toronto (Ontario) K8P 2G3 R.R. 7 Belleville (Ontario)	Francofête	Le projet avait pour but de donner aux cours de français de la 9e à la 13e année une dimension "vivante", tout en sensibilisant les élèves aux diverses cultures du monde francophone. Pour organiser des recherches et préparer des expositions sur la géographie, l'histoire, l'art et la gastronomie des pays francophones.	Français
Sid Cratzberg	7 Winters Court Brockville, Ontario K6V 1T8	An introduction course in Teaching French as a Second Language for Occasional (Supply) Teachers of Primary and Junior Classes	This course provides occasional teachers of the French Second Language Core Program with information, teaching techniques and skills which will enable them to meet the needs of primary and junior classes.	English

***1988 Hilroy Award for Great Merit/Bourse pour mérite notable de 1988*

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Betty Crooks and Karen Spilling	38 Fox Hunt Drive Ottawa, Ontario K1V 0E1 27 Rich Little Drive Ottawa, Ontario K1V 9Y2	Communication Through Photography	Communication Through Photography is a program designed to stimulate and involve students in regular classes and help them to communicate better. It was designed to teach the children their skills by using cameras as a focus and integrating the subjects of the curricula with the theme of photography. The program was very much a child-centered one, as it stressed a practical "hands-on" approach to learning.	English
Grant O. Dale	62 Tyler Street Aurora, Ontario L4C 2N2	A Generic Novel Study Unit (Junior-Intermediate)	This project was undertaken in an effort to depart from the 'traditional' approach to novel study in the junior-intermediate division. By 'traditional' is meant the 'lock-step' approach in which a class or a grouping within the class all study the same novel at the same speed and engage in the same activities. The novel and the activities accompanying its study are all determined by the teacher. Usually in these cases the kinds of activities are those which require only knowledge of the details of the story. It is expected that during this project the students will be actively involved in higher level thinking skills.	English
Ken Davis	253 Front Road L'Orignal, Ontario K0B 1K0	The Apple -- A Creative Stimulus for Writing Poetry (Grade 10)	The objectives of this project are: 1. to stimulate the creative powers of the students; 2. to get the students to be "turned on" to fresh fruits as a rich and cheap source of food energy; 3. to get students to respect the input by their peers towards any given theme; 4. to encourage the students to make decisions concerning the wishes of the group; 5. to encourage the students to work imaginatively together, using the knowledge of metaphors, similes, personification, imagery and other figures of speech; 6. to stimulate a group of students who are studying a second language to increase their proficiency of the second language in a creative way; 7. to awaken the use of all five senses to any object, in particular the apple; 8. to have the students realize that the creation of a poem is not relegated to the Shakespeares, Shelleys, or Cohens of the world.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Carol Ramsden Deckert	213 Main Street E. Grimsby, Ontario L3M 1P5	"A Norman Rockwell Story Book: A Teaching Method for Creative Writing"	Using Norman Rockwell pictures as a teaching method provides students with motivation. When they study and discuss the pictures they are offered glimpses of life that encourage identification with others, and this identification may increase and develop into understanding, empathy, and sensitivity as the students write their stories. Students must elaborate on specific situations and piece together "clues" to provide a story hypothesis. In doing this, they may also be encouraged to review social issues and human relationships with deeper insight. As well as these cognitive objectives, students also benefit from using the pictures in the area of the affective domain. The pictures enrich discussions about writing and art, making creative writing more entertaining and enjoyable. Of course, the major objective of this approach is to get students to organize thoughts and ideas, and to successfully complete a short story writing assignment. In the process, using the picture with questions develops the following skills: reading body language, understanding point of view and character motivation, story predicting and inference.	English
Marie Durrer	99 Chestnut Street Kitchener, Ontario N2H 1T9	Unit on Self-Awareness and Confidence for Gifted Female Adolescents (Secondary)	The Autonomous Learner Program at Saint Mary's Girls High, in Kitchener, Ontario offers individual growth experiences above and beyond the regular programs. The first segment of this program is offered to gifted females at the Grade 10 level. The first, and most important unit that is studied is that of self-awareness and confidence building. This unit enables the students to examine themselves emotionally, intellectually and socially and provides growth experiences for their future effectiveness.	English
Eva Eichenbaum	122 Lakeshore Road Unit #1 St. Catharines, Ontario L2N 6N6	Putting Poetry into Motion (Grades 11-12)	Putting Poetry into Motion is an original instructional videotaped production which demonstrates the process of transforming a song or poem into interpretive dramatic movement suitable for a) stage, and for b) television. The objectives are: 1. to introduce to theatre arts students the artistic process of professional choreography; 2. to demonstrate to the students how a poem (or song) can be given life in a dramatic medium through interpretive movement; 3. to demonstrate to the students how live stage interpretation of a selection can be very different from a televised or filmed rendition.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Gwen Emery	57 Yardley Avenue Toronto, Ontario M4B 2A9	Computer Literacy At the Intermediate Level (Grades 7-9)	At the intermediate level, it has been a special challenge to implement more than a 'token' exposure to computers into an already crowded curriculum. Lack of proper equipment had also been a problem; however, as more equipment was becoming available there was still considerable confusion as to how to make the best use of it. The main rationale for the proposal was to pilot a curriculum project that would provide ALL students with the knowledge, attitudes, and skills necessary for using the computer as a tool to aid their learning in all areas.	English
John P. Forsdike	99 St. Andrew Street Aylmer, Ontario N5H 2N2	Industry and Society - A Topic for Debate (Grades 11-12)	The Industry and Society unit lends itself to be discussed and presented in a debate format. The many products required by our modern society are produced by chemical industries through the application of science and technology. In addition to the benefits from these products, the by-products may cause environmental problems. The debate format allows the students to understand the interplay and cooperation that must exist between Industry, the needs of society, and environmental concerns.	English
Janice A. Gallagher	Box 55 Roseneath, Ontario K0K 2X0	Managing Monitors or Monitoring Managers (Grade 8)	The overall objective of this project was to design a Monitor Program that would enhance student involvement, encourage student responsibility and reward high standards for such. The program is one of organizing duties in the classroom and around the school in an attempt to devise a successful, systematic, reward-filled way of allowing students to help in a variety of capacities.	English
Richard Gardner	135 Forest Glen Crescent Kitchener, Ontario N2N 1C7	The Writing Planner (Grade 8)	The writing planner is a sheet of paper that the pupil must complete prior to the beginning of each new week. The writing planner incorporates a system of organized writing and effective, evaluative technique. The pupil writes on a regular basis, using a writing planner as a guide. At the end of a given period of time, each pupil has a conference with the teacher. The conference session reveals strengths and weaknesses of the pupil's writing skills. Marks are given and the pupil improve his written work, organization and skills if necessary.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Claudine Goller	5 Pegasus Trail Scarborough, Ontario M1G 3N3	Overcoming Adversity: An Integrated Studies/ Values Education Unit for Junior/Intermediate Grades (Grades 5-6)	This unit is designed to: 1. make students aware of the various kinds of adversity with which people may be confronted; 2. help students understand the feelings of people who are trying to cope with various kinds of disabilities and setbacks in their lives; 3. teach students how to deal with and communicate with people who are disabled or handicapped in many ways; 4. prepare students for life, as everyone meets up with many kinds of adversity in normal living; 5. prepare students to deal with some of the serious setbacks that may occur in their lives.	English
Peter Guthrie Todd Romiens Bob Keech	Riverside Secondary School 8465 Jerome Windsor, Ontario N8S 1W8	"Teaching To Pass" (General Level Programs, Grades 9-12)	"Teaching to Pass" is a philosophy for teaching students in a general level program. It emphasizes evaluating the whole student from head to toe. It also encourages, if necessary, the changing of teacher attitudes towards these students. Classrooms should be inviting and students should experience success.	English
Paul Haines	33 Lindsay Street Fenelon Falls, Ontario K0M 1N0	Cultural Field Trip to France (Grades 12-13)	The objectives of this program are: 1. to create an individualized travel itinerary for each student; 2. to promote resourcefulness; 3. to make real-life applications of language skills learned in the classroom; 4. to promote international understanding beyond the reach of platitudes; 5. to involve the students in a cultural field trip -- not a holiday break or mere trip abroad; 6. to expand the conventional goals of classroom instruction, before and after.	English
Mary E. Haylock Elizabeth Durrit Prabhi Johnstone Alison Preece	Queen Victoria Public School 201 Walnut Street S. Hamilton, Ontario L8N 2M2	Cluster Program for Primary Bright/Gifted Children (Grades 2-3)	The objectives of the Cluster Program are perhaps best illustrated by the three C's which have become the building blocks for our program development. 1. Confidence - By allowing these bright children to interact with each other and to realize that there are others who think and feel as they do we hope to develop their confidence in their own abilities and an appreciation of the capabilities of other children. 2. Creativity - By providing an environment open to originality and conducive to intellectual risk-taking, we hope the children will become aware of their creative potential. 3. Curiosity - By exploring a wide variety of topics and allowing time for children to follow their individual interests, we hope to stimulate an attitude of curiosity and wonder about the world.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
James R. Hendrikse	1199 Indian Road Mississauga, Ontario L5H 1R8	Parent Tutoring Program (K-6)	The objectives of this program are: 1. to train parents in delivering their own tutoring program at home in order to help their children with specific or general problems, with homework and with study or work-habit skills; 2. to educate parents about the school curriculum, to clarify terms and to rationalize the teachability of certain skills; 3. to help the home to help the school; 4. to foster a spirit of mutual effort in resolving children's difficulties; 5. to help parents help their children.	English
Dan Kelly and Ed Duffield	165 Huntington Court Dorchester, Ontario N0L 1G0 30 Heathcote Avenue London, Ontario N6G 1V4	The Relay (K-8)	The Relay is a health and physical education newsletter. The Relay provides health and physical education information to an educational system on a regular basis by the people who work in it. All the material supports approved curriculum and is designed to enhance programs already in place or that are being introduced. It provides recognition for many people, which will undoubtedly be reflected in their attitudes and future accomplishments. The Relay's motto: Pass it on! Everybody wins! sums up the effect, it is hoped, it has on teachers in the health and physical education field.	English
Glenn Klatke and Linda Dickson	107 Banning Kanata, Ontario K2L 1C3 1207-30 Eleanor Drive Nepean, Ontario K2E 7E5	A Simulation of Stock Market for Teenagers to Integrate History, English and Mathematics Skills (Grade 8)	The purposes of the program are to generate an interest in and an understanding of how a stock market functions and influences our economy, to foster a spirit of cooperative decision-making through the role playing of managing money and investments, and to encourage the use of mathematical skills through an array of computational vehicles including charts, tables and calculators.	English
Peter R. Koens	John C. Yeoma Elementary School P.O. Box 38 Fort Hope, Via Pickle Lake, Ontario P0T 1L0	Traditional Survival Skills (Grades 6-10)	This project was initially focussed upon troubled students who were, for various reasons, excluded from normal inschool activities, and their cultural reclamation became the project's objective and its hope. The objectives of this project are: 1. to re-establish a valid basis for the existing cultures; 2. to provide a forum through which the traditional values and mores can be transmitted to the school-age segment of the population; 3. to provide an opportunity for the students to experience and learn traditional skills; 4. to enable students to establish a sufficient measure of success to make a viable choice of lifestyle.	English

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Frank Kerwin	65 Bunchar Road Ajax, Ontario L1S 2P9	EDUKIT-LABOOKIT (Grades 8 - first year college)	The "3-EC" (Elements of Electricity, Electronics and Computers) is a "Student-Friendly" approach to the teaching of beginning electronics. With the goal of developing within the student an understanding of the basic laws of electronics and a firm foundation in elementary skills and theories, the 3-EC provides the structure for both independent or group student work. In the words of the author, this unique Lab Book and Kit can promote 'Electrical-Thinking', the single, most valuable tool of all for those studying or working with anything electrical. The 3-EC can provide the starting point for any area of electronics the teacher or student wishes to pursue in greater depth.	English
Joanne MacKenzie and Ron Barnes Robert Harvey and Carolyn Hammell Deborah Barrett and Doug Brown	Walkerton District Secondary School Walkerton, Ontario Kincardine District Secondary School Kincardine, Ontario Saugeen District Secondary School Port Elgin, Ontario	DARE TO CARE - An Alcohol Awareness Program (Secondary -- All Grades)	The objectives of this program are: 1. to provide factual information related to alcohol use; 2. to create awareness within the school community for peer dialogue; 3. to hopefully reduce the risk of students, both now, and in the future abusing alcohol; 4. to provide factual information to allow persons to think for themselves.	English
Pamela McGugan and Carol Morris	6 Albion Hills Drive Palgrave, Ontario L0N 1P0 RR#5 Orangeville, Ontario L9W 2Z2	The "Writes" of Children (Grades 6-10)	The main purpose of this unit is to present thematic approach to major concepts in literature. This program is primarily a writing program designed to provide the student with a basic understanding of the four major components of the short story and novel (i.e., conflict, characterization, plot structure, and symbolism)	English
William McKinnie and Joyce MacKenzie	47 Woodborough Road Guelph, Ontario N1G 3L7 69 Rodney Boulevard Guelph, Ontario N1G 2H4	Achieving Success in Independent Study: A Model for the Research Component (Secondary)	The objectives of this project are: 1. to facilitate student growth from teacher dependency to self-direction; 2. to challenge the student intellectually: by making him/her aware of the mass of information available, by teaching him/her how to systematically retrieve information by using all the available technology, and by providing opportunities to develop higher level thinking skills such as analysis, evaluation, and synthesis; 3. to help student become aware of the relationship between his/her school and his/her community in the growth of learning.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Susan Montgomery	28 Ridgewood Road St. Catharines, Ontario L2R 3S5	A Model for Managing Change	The Model for Managing Change emphasizes an holistic approach to living. It has been successfully used for Health Education but can be used in any subject area where personal growth and life skills are considered to be important. An assumption behind the model is that all things are interconnected and interdependent. The focus is on the relationships among mind, body, spirit and social aspects of the Self. The student is not just viewed in the cognitive mode but in terms of all the needs of the "total person". Spirituality is defined as an awareness of the meaning or purpose of one's life.	English
Janice Murdoch*	83 Townline Road Milton, Ontario L9T 2W8	LOGO in A Sandbox Environment (Early Primary to Junior)	"Logo in a Sandbox Environment" is a program designed to teach the strategies of Logo, creating an Active Learning environment while emphasizing the problem-solving nature of Logo. The children work in a familiar world of play where computer programming has been integrated with other aspects of the curriculum. Independence is encouraged in this child-centered approach, as the transition is made to the abstract world of computers. The children strategize without worrying about errors or penalties; they are the master of their destiny and often any solution is possible.	English
Xavier Antonio Noronha	49 Spring Garden Blvd. St. Catharines, Ontario L2N 3R2	Use of the Stamp Lab as an Innovative Technology in the Classroom (Grades 4-8)	The main purpose of this program is to motivate the learners in the classroom. Through this medium the outside world is brought into the classroom. The use of the Stamp Lab provides excellent opportunities for the students to explore the world of stamps. Through the integrated approach, exercises are developed to bring to the students an awareness of the world they live in. Hopefully it opens up new avenues for study, interest and research.	English
Gerry Oglan and Greg Zvric	150 Grace Road Tecumseh, Ontario N8N 2G7 2272 Parkwood Windsor, Ontario N8W 2J9	The Whole Child (Ages 13-15 Intermediate Specific Learning Disabilities and Intermediate General Learning Disabilities Children)	The Whole Child Program attempts to deal with the student at may levels rather than solely academic. The program contains four major components: Affective Teaching, Learning Styles, Sensory Integration and Academics.	English
Thomas Pappas	RR#1 Mt. Pleasant, Ontario N0E 1K0	Computers - Data Bases and Environmental Studies (Grade 6)	The purpose of the program is to create and use computer generated data bases for the purpose of building and understanding how they work as well as using them to efficiently and effectively learn Environmental Studies material.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Peter Pascuzzo and Donna Browne	111 Welland Street Thunder Bay, Ontario P7A 7T7 RR#12, Box 9 Gus Wouri Road Thunder Bay, Ontario P7B 5E3	Drama and Integrated Learning (Grade 7)	The objectives of this project are: 1. to integrate drama into various areas of the curriculum; 2. to provide students with a real life drama experience; 3. to integrate students with special needs into mainstream learning experiences; 4. to provide experiences for cross grading within the school (7-8) and outside the school; 5. to integrate classroom learning experience with community initiatives.	English
Barbara Ridehalgh*	64 Ferndell Circle Unionville, Ontario L3R 3Y8	Visual Arts: Aesthetics, Criticism, History, Studio, Values and Visual Arts: Small-Group Cooperative Learning (Grades 9-12)	This project involved the production of two innovative documents for visual arts students and teachers. Both the resource package and the resource booklet provide practical lesson plans which use new teaching and learning strategies to increase the degree of student involvement in the study of Art.	English
Joseph M. Rizzo	5 Westbourne Road Hamilton, Ontario L8S 3M1	The Impact of Values Clarification on Helping Adolescents Make Realistic Decisions (Ages 12-14)	The intention of this study was to assist teachers and others to understand better and relate more effectively to the students they teach. Human anxiety, bewilderment, and emptiness lead to confused and contradictory values. The degree of strength and integrity in an individual will depend on how much he/she believes in the values he/she lives by.	English
Margaret Lynne Sawford	30 Parkdale Box 1146 Deep River, Ontario K0J 1P0	To Stimulate and Facilitate An Understanding in a Multicultural Society Through Art (Ages 9-12)	The purposes of the program are: 1. to order school life so as to be in a real sense a preparation for life in a larger community. The children are to learn to live as members of their community, with all that implies in learning to give and take and play their part in a common life; 2. to provide an atmosphere of trust in which the children can allow themselves to risk ridicule, as only through risk is there growth, reward, self-confidence, and leadership. When life holds less fear, the mind expands and becomes familiar with the unknown. Then the unknown can be explored with assurance.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Jeannette Schlatman and Rebecca Caverly	1523 Ealing Court Oakville, Ontario L6H 2X9 8 Queen Street Georgetown, Ontario L7G 2E4	Unique Team Teaching Approach (Language Learning Disabled Students and Students in Grade 4/5 class range)	In this program, language learning disabled students and Grade 4/5 students work together in the same environment under the guidance of a classroom teacher and a special education teacher. The objectives are: 1. total integration of exceptional students in Grade 4/5 class; 2. to sensitize students to individual needs and differences; 3. to challenge teachers to grow professionally; 4. to develop program modifications for all students.	English
Robert Sheppard	Unit 21 1520 Sixth Line Oakville, Ontario L6H 2P2	The Great Canadian Quiz (Grades 5-6)	This project pursues a number of educational goals, but the primary one is to enable each Grade 6 student to acquire a greater knowledge of and a pride in their country through a wide ranging examination of Canada's many different facets. Since its inception The Great Canadian Quiz has become an increasingly valuable instructional approach. Its success can be measured by the high percentage of students who maintain good academic grades, stay committed to the program and who show enthusiasm about knowing a lot about Canada.	English
Mary Burns Smart**	10 Burnhamthorpe Park Blvd. Islington, Ontario M9A 1H9	Handmade Books - Students Helping Students (Secondary)	In Ontario, Bill 82 heralded the integration of special needs students into our secondary schools. This project was developed to facilitate the integration of adolescent students, functioning in the Junior Kindergarten to Grade 3 range, into the mainstream in a predominately "advanced level" high school. Through this "Handmade Books" project, reciprocal teaching-learning relationships were established between mainstream and special needs students. This two-way integration has benefitted all of the students involved in the project.	English
Ruth E. Snider	4 Valley Crescent No. 7 Elliot Lake, Ontario P5A 2G6	Active Learning for Reluctant Learners (Grades 10-12)	Students' growth and success, their feelings of self-worth and a respect for themselves and the world in which they live are paramount to achieving the student's necessary intellectual, social, cultural and moral growth. To secure this growth, concentration was on cognitive and affective goals to increase basic communication and problem-solving skills stressing the need for "people" skills - enhancing interpersonal and societal relationships through courtesy, respect and trust, and thus enhancing not only student awareness of but also student competence in dealing with ordinary and extraordinary legal interactions.	English

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
John St. Amand	Box 86 Terrace Bay, Ontario P0T 2W0	Reading Activity Program (Grades 3, 4, 5 and 7)	Communication permeates every facet of our lives whether young or old. This program intertwines the four elements of Communication into a suitable Program for Children. Activities in Reading, Writing, Speaking and Listening were developed. The focus was and still is on the idea that Communication, i.e., Reading can be fun, challenging, interesting, exciting, rewarding, and a host of other adjectives.	English
L. John Tierney	1100 Deer Run Mississauga, Ontario L5C 3NT	A Place to Hide - The Effects of Nuclear War on Canada (Grades 9-10)	A PLACE TO HIDE - CANLAB UNIT 11 is a simulation game played by Grade 9 students studying Canadian Geography. It is a war game in which there are no winners. Students see Canada devastated in a shower of nuclear missiles that spared only four towns. While most teenagers are well aware of the devastation that would be unleashed by a nuclear war, the game allows them to visualize the consequences. The purpose of this project is two-fold: 1. To teach the effects of a Global Thermal Nuclear War on Canada. 2. To instruct students in a fresh sentiment of peace.	English
Nancy Viita* and Emily Noble*	32 Valhalla Place Sault Ste Marie, Ontario P6A 5Z1 365 Fourth Avenue Sault Ste Marie, Ontario P6C 4Z9	The Math Lab and Lending Lab at Tarentorus Public School (Ages 5-12 Special Education Students, Ages 7-13)	The Math Lab is a fun place, filled with manipulatives, in an informal setting. Children are encouraged through the discovery process to inquire and explore. The Math Lab is designed to channel a child's natural enthusiasm for manipulative activities into math learning experiences. Skills and concepts are developed through these experiences. It is also a place where children, teachers and parents work hand-in-hand in an atmosphere of sharing ideas, thought processes and responsibility for organizing and caring for equipment and materials.	English
Lesley Wasyhenki and Sheila Duorchik	Victoria Park Secondary School 15 Wallingford Drive Don Mills, Ontario M3A 2Y1	Using Business Simulations to Teach Computer Concepts and Applications in Data Processing (Senior, General Level Students)	The purpose of this program is to teach data processing applications through a business simulations approach.	English
David Wyatt and Hennie Marsh	1404 Tamarac Street Kingston, Ontario K7M 7J6 67 Sydenham Street No. 301 Kingston, Ontario K7L 3H2	A Celebration of Multiculturalism (Elementary)	Some of the objectives of this program are: 1. to provide a positive educational experience aimed at preparing children to live cooperatively in a multicultural world; 2. to provide an open and supportive atmosphere for the proud expression of diverse cultural backgrounds.	English

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QUEBEC/
QUÉBEC

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Sam Allison	5615 Bienville Brossard, Quebec J4Z 1V8	Bilingual, Multi-Disciplinary Use of Time-Lines of Canadian history (Grades 6-11)	Time-lines are a basic tool in history. However, by adapting worksheets to grade levels and to different subjects, the same basic time-line can be used in a multi-disciplinary way, and can be used to promote bilingualism.	English
Gérard Bernatchez	183, av. Bloomfield Outremont (Québec) H2V 3R5	Guide pédagogique en enseignement religieux catholique pour les élèves sourds (premier cycle de l'élémentaire)	Production d'un guide pédagogique, d'exercices et de vidéos qui visent à dispenser l'enseignement religieux aux élèves.	Français
Janine Biancardi-Karam Nicole Biancardi-Francescutti	115, rue Michel Saint-Hilaire (Québec) J3H 3R2	L'époque de Ramsès II (5e année)	Dans l'esprit du nouveau programme de français et à partir du vécu des enfants, le projet permet d'intégrer le français (oral/écriture/lecture), les sciences humaines et les arts plastiques.	Français
Susyn Borer*	68 Courtney Drive Montreal West, Quebec H4X 1M5	Table Tasks: A Hands-On Approach to the Readiness Skills (Kindergarten)	Two basic principles helped with the formulation and implementation of this project: 1. Children learn best through play. 2. Stencils and workbooks are one-dimensional and do not foster creativity or problem-solving. The overall objectives of this program are very simple and straightforward; to master the readiness skills in mathematics and language arts that are necessary for a successful entry into Grade 1 and to learn these skills in a concrete and meaningful way, in a manner that is enjoyable and allows the children to build on the skills that they have already learned.	English
Jeanel Caron	460, rue du Couvent Lac-Saint-Charles (Québec) G0A 2H0	Création de "romans" pour apprendre à écrire (6e année)	Projet qui vise à montrer aux élèves à rédiger et à leur faire connaître le plaisir de compléter une oeuvre de façon minutieuse. Ils apprennent aussi à s'exprimer clairement et à consulter la grammaire, les différents dictionnaires et un lexique personnel.	Français
Lucette Champagne	103 A, Place Vanier Val-d'Or (Québec) J9P 2R1	Je m'attache de plus en plus à ma voisine (2e à la 4e année)	Cahier d'exercices qui a pour but de faciliter l'apprentissage de l'écriture liée, en 2e et 3e années.	Français

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Claude Daviau	4723, rue Palm Montréal (Québec) H4C 1Y1	L'activité physique adaptée au cheminement particulier de formation (secondaire I et II)	Approche de type pédagogie ouverte, centrée sur les apprenants. Stratégies d'intervention et d'animation au moyen de mises en situation d'apprentissage. Méthode de résolution de problèmes qui entraîne la transformation de l'environnement ainsi que l'adaptation et la création de moyens d'action.	Français
Jacques Demers	9, rue des Saules Saint-Étienne-de-Lauzon (Québec) G0S 2L0	La bonne nouvelle en images (secondaire II)	Méthode qui permet aux élèves de retenir plus facilement les concepts abstraits de l'enseignement moral car ils sont illustrés.	Français
Ken Dolphin Jean-Paul Gagnon	a/s Commission scolaire du Goéland Centre commercial Place La Citière 50, boul. Taschereau Laprairie (Québec) J5R 4V3	Lecture d'été (1re année)	Pour les enfants qui auraient des difficultés de lecture s'ils passaient les vacances d'été sans lire. Durant la saison estivale, certains enfants reçoivent chaque semaine, par la poste, une enveloppe contenant cinq activités de lecture adaptées.	Français
Rena Entus* Patrick Michel* Felix Gelbart* Bunty James*	Vezina Alternative High School 4850 Vezina Street Montreal, Quebec H3W 1C1	Vezina Alternative High School	The objectives of Vezina Alternative High School are: 1. to create and maintain a positive atmosphere that is non-judgemental and supportive, that allows the individual to risk, to take pride in self; 2. to create and maintain an atmosphere that fosters a positive attitude toward learning, one that allows for the development of an individual's talents both within and beyond the prescribed course of study; 3. to create and maintain an atmosphere of social responsibility within the family, the school, the community and society at large.	English
Michel Hall**	2566, Rue Pilette Fleurimont (Québec) J1G 4G7	La micro-informatique au service de l'élève en difficulté d'adaptation et d'apprentissage	Le but principal de cette nouvelle approche pédagogique consiste à améliorer sensiblement l'image de soi des élèves en difficulté d'adaptation et d'apprentissage grâce à l'utilisation des micro-ordinateurs.	Français
André Houde* Jean-François Mouton	80, rue Saint-Joseph Nord Mont Saint-Grégoire J0J 1K0	Il faudra leur dire	La meilleure façon de sensibiliser les enfants du palier élémentaire à la paix et à un monde meilleur c'est de leur parler de leur quotidien, de leur vécu. Nous avons amené les enfants à réfléchir sur leurs attitudes face à eux-mêmes, à leur environnement et aux autres.	Français
Jacques Journault	2, rue Barcelone Candiac (Québec) J5R 2B2	Gestion d'évaluations formatives assistée par micro-ordinateurs	Création d'un logiciel de gestion d'évaluations formatives. Grâce à un ordinateur, on peut évaluer et gérer efficacement le cheminement de chaque élève qui effectue un apprentissage différent à l'intérieur d'une même classe.	Français

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Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Marie-Blanche L'Hérault-Laquerre*	1143, route 265 Nord Parisville (Québec) H1L 2Y4	Journal anglais Les Seigneuries Times	Production d'un journal anglais dans un milieu rural francophone. L'équipe des journalistes se compose de deux ou trois élèves de chaque année d'études, qui sont secondés et motivés par les enseignants chargés de l'anglais. Le projet complète leurs cours d'anglais et les aide dans l'apprentissage de la langue seconde.	Français
Jacqueline G. Lacasse	218, chemin Paul RR 5 Magog (Québec) J1X 3W5	Jeux pour la classe de français (1re et 3e années)	Jeux, genre "bingo", conçus pour les enfants de cinq à huit ans, et qui visent à favoriser l'apprentissage de l'expression orale, de la lecture et de l'écriture.	Français
André Lanteigne*	8282, rue Vincent-Piette Montréal (Québec) H1L 2Y4	Journal Parminou	Démarche qui a pour but d'augmenter le pourcentage d'élèves maîtrisant les objectifs d'apprentissage des programmes de français et de mathématiques dans un milieu urbain défavorisé. Tous les agents participent au projet: parents, organismes du milieu, membres du personnel enseignant et scolaire, et enfants.	Français
Dorothy Laufer	5604 Palmer Avenue Montreal, Quebec H4W 2P1	Using LOGO as a Tool in Mathematics (Physically Disabled Students Aged 16-19	The objectives of this project are: 1. to develop materials which would enable the students to develop understandings and have meaningful mathematical experiences using LOGO; 2. to prepare lessons which would allow the teacher to work with LOGO in the above manner.	English
Gilda Lavoie	114, 14e Rue C.P. 1420 La Pocatière (Québec) G0R 1Z0	Vivre l'intégration en co-enseignement (2e année)	Fonctionnement d'une classe dans laquelle deux enseignantes de 2e année se donnent les moyens de vivre efficacement l'intégration d'enfants en difficulté et d'enfants sans difficulté.	Français
Marcelle N. Lavoie Vivianne L. Sénéchal	1250, rue Bellevue Pohénégamook (Québec) G0L 1J0	Le système métrique avec "Sym" (2e et 5e années)	Didacticiel préparé sous forme de jeu dont les degrés de difficulté varient. Un petit lapin animé, nommé "Sym", accompagne les enfants tout au long du travail: il les félicite, les encourage et les incite à revenir en arrière au besoin. Le projet assure l'acquisition d'automatismes et d'aptitudes qui permettront de choisir l'unité de mesure appropriée.	Français
Judith Leonard and Carol Marriott	595 Walnut Avenue St. Lambert, Quebec J4P 2T7 450 des Pins St. Bruno, Quebec J3V 2S5	The Alternative School	The Alternative School provides: 1. a safe environment for the troubled adolescent to achieve academic competency at his/her own pace and level through the use of a highly structured program aimed at filling in "learning gaps"; 2. a one-on-one accountability between student and "teacher/counsellor/mentor" for personal and social growth through the use of various activities from volunteer placement to work experience; 3. a caring, nurturing atmosphere that focuses on dealing with self, home and community in a holistic fashion to avoid the fragmenting of services to the student.	English

1988 Hilroy Award Winner/Bourse au mérite de 1988

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Patricia Lewis	134 Winthrop Avenue Pointe-Claire, Quebec H9R 3W9	Kids For Peace (Grades 3-7)	Kids for Peace is an elementary school peace club. The objectives of Kids for Peace are: 1. to make sure that each individual member of the club has many opportunities to use language, both inside and outside of the classroom for the purpose of communicating ideas arrived at in group discussions to as wide an audience as possible; 2. to create opportunities for integration of language and language skills throughout and across the curriculum; 3. to ensure that each student in the club learns more about and improves his/her reading, writing, speaking and listening abilities through activities of the peace club. The use of these four skills would not be in isolation from each other, but usually the result of their integration; 4. to open up paths through language for the release of tensions which often come about in young children as a result of fear or ignorance. Positive emotions can be a bonus benefit of the group interaction that takes place when children at different levels and from contrasting backgrounds work together for a common goal.	English
Nicole Mancini-Ouimet	295, rue du Marquis Tracy (Québec) J3R 2T4	L'audio-visuel au service des élèves du primaire	Dans une classe à années multiples, on privilégie le travail en atelier et une pédagogie ouverte. Les élèves sont initiés à la poésie et à l'utilisation de l'audio-visuel et de l'ordinateur au cours du projet qui intègre le français, les sciences humaines et les arts plastiques.	Français
Normand Maurice	32, rue Bellevue Arthabaska (Québec) G6P 5P1	FÉRRR (Fonds d'Éducation, Récupération, Recyclage et Réemploi) (maternelle au secondaire V)	L'objectif du FÉRRR est de développer chez tous les élèves du réseau scolaire québécois l'habitude du tri à la source du papier.	Français
Johanne Morasse	501, rue Saint-Joseph Saint-Basile (Québec) G0A 3G0	Projet Améri-France (6e année)	Trois groupes d'élèves de sixième année ont participé, durant l'année 1986-1987, à des activités spéciales ayant pour but de les préparer à des séjours de 12 à 19 jours dans notre mère-patrie, la France. Les régions visitées ont été le Poitou pour deux groupes et le Jura pour l'autre groupe.	Français
Henri Peala	4145, rue Beaconsfield Montréal (Québec) H4A 2H4	Intégration de logiciels dans l'enseignement de la géographie (secondaire III)	Intégration de deux logiciels dans une stratégie visant à accroître la motivation des élèves et à résoudre les problèmes pédagogiques inhérents à l'utilisation des atlas traditionnels.	Français
Danielle Rajotte	280, rue Sexton Greenfield Park (Québec) J4V 2X6	Code de correction de grammaire	Grâce à un système codé d'auto-correction de la grammaire et de l'orthographe, les élèves en immersion des 4e, 5e et 6e années apprennent à trouver eux-mêmes la réponse correcte. Le code de correction demande aux élèves un effort de réflexion et de recherche qui, à long terme, aidera à améliorer la qualité de l'expression écrite.	Français

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Diane Savard	3582, rue Chambly Montréal (Québec) H1W 3J9	Guide pédagogique sur les jouets militaires, la violence et les modèles (1re et 2e années)	Élaboration d'activités pédagogiques destinées à permettre aux enfants de prendre conscience des stéréotypes guerriers et sexistes de leurs héros et héroïnes favoris. Ces activités ont aussi pour but de les amener à s'opposer concrètement à ces stéréotypes de violence sociale en modifiant leurs choix de cadeaux de Noël.	Français
Heather P. Brown Tremblay	Chemin du Lac P.O. Box 262 Val d'Or, Quebec J9P 4P3	A Study Ranking the Alphabet Letters in Order of their Facility to be Recognized by Kindergarten Children	A positive self image in one's ability as a learner at school is an important ingredient to being a successful student and to be willing to try, to risk learning. If what one is taught is in an order which makes it easier to learn, than one's chances of being successful are greater and one feels more confident about being at school and about one's ability as a student. This is especially important in the early years when one is forming one's opinion of oneself as a learner. With this in mind, statistics have been compiled and ordered to find if in fact there is an order of presenting the letters of the alphabet, other than the traditional A to Z order, which would make the letters easier to recognize and label, particularly for the four, five, or six year old child entering school.	English
Claude Vallières	1685, rue Sainte-Famille Sainte-Foy (Québec) G2G 1M2	Recueil de chansons actuelles pour enfants du primaire	Constitution d'un répertoire de chansons actuelles pour les enfants du primaire afin de leur enseigner la musique. Les chansons, créées par l'enseignant, s'adressent aux enfants de 9 à 12 ans pour lesquels il n'existe aucun répertoire.	Français
William Woodward Richard Frenette Michel Bouchard Philippe Bouchard	9657, rue De Martigny Neufchatel (Québec) G2B 2M6	J'agis - Éducation physique au secondaire	Projet qui permet d'aider à réaliser une des premières intentions du programme d'études par des interventions éducatives sur les trois dimensions (motrice, cognitive et affective) de la personne.	Français

NEW BRUNSWICK/
NOUVEAU-BRUNSWICK

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
George Bisflake	745 Albert Street Fredericton, N.B E3B 2C5	Special Educational Vocational Program (Grade 11 - Special Education)	The major emphasis for these students is to prepare for gainful employment. Thus, the purpose of this course is to develop within the student the qualities that an employer expects of a valued employee, e.g., proper attitudes towards work and safety in the work place. This was accomplished by involving the students in realistic work experiences. Proficiency in the use of specific tools and the confidence required to handle different situations comes as a natural by-product of these work experiences.	English
William Buggie	355 Lawlor Avenue Newcastle, N.B. E1V 2C9	Use of Reading Logs in Teaching Language Arts (Grades 4-6)	This project is an attempt to get away from the "basal reader" approach and instead consider the reader's prior knowledge and his/her ability to negotiate meaning. Beginning with a variety of reading texts, the project teaches writing and reading as a process. The emphasis on students selecting meaningful topics (reading), reading in class and entering written responses in a Reading Log promotes interest and allows students to operate at their ability levels. The value of this innovative approach is found in the tremendous increase in student satisfaction with reading and writing projects. Students talk to one another, and their parents, and teachers about authors and books.	English
Linda Dodge** and Janet McKinney**	25 Donlyn Drive Quispamsis, N.B. E2E 4H3 278 Model Farm Road Quispamsis, N.B. E2G 1M7	Living Loyalist History Unit and Living Loyalist Museum (Grades 6)	This project teaches the early history of Saint John by having students "get the feel" of Loyalist times, e.g., role playing and experiencing the various activities of everyday life in the late eighteenth century. The purpose of the program is to stimulate in students an interest in and an enthusiasm for their local history by actually experiencing life as it was in the past. It covers a time period of three months each year, during which History is the main focus of most aspects of daily class life. History is correlated with science, health, math, reading, creative writing and noon hour activities - even Christmas concert.	English
Ann Furjoy	Box 81 St. George, N.B. E0G 2Y0	Sea Trek (Grade 3)	Sea Trek is an original play written, produced and performed by Grade 3 students based on the theme of regeneration using the Bay of Fundy as a setting. The objectives of this project are: 1. to promote student and teacher awareness of marine science; 2. to develop research skills; 3. to acquaint students with word processing; 4. to develop improvisatory drama skills; 5. to encourage creativity; 6. to integrate various areas of the curriculum; 7. to demonstrate that students of varying abilities can contribute to and participate in an overall production; 8. to make use of local resources; 9. to show that students can learn and retain more by being involved than by memorization of teacher prepared notes.	English

***1988 Hilroy Award for Great Math/Bourse pour maîtrise notable de 1988*

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Kay Southard	67 Main Street St. George, N.B E0G 2Y0	"Honeybees, Watermelons, Rainbows and Popcorn - Integrated Teaching Units" (Grade 2)	Each of the four units was designed to help children experience success. The units were originally created for a Grade 2 class and show how various subject areas may be inexpensively integrated into the curriculum. The innovative "fail-proof" units were designed to help all children enjoy learning while being actively involved. "Honeybees" was written to give students an insight into life in a beehive. "Math magic" was created to stimulate an interest in Math in the primary grades. "Rainbows" appeal to children's senses in learning the sequential colours of the rainbow. The "Popcorn" unit involves "hands-on" experience and the use of self-discovery methods to help children learn about popcorn and its origins.	English
Robert Ward	Site 6, Box 7 RR#2 Hampton, N.B. E0G 1Z0	Hampton Elementary School Enrichment Program (Grades 4-6)	This program is for 'gifted' students as described in "The Revolving Door Identification Model" by Joseph S. Renzulli, Sally M. Reis and Linda H. Smith. The program offers courses on a wide variety of subject areas. These courses, which are called Mini-courses, can be taught by any member of the teaching staff or other resource person in the community. The objectives of these Mini-courses are: 1. To encourage and stimulate interests and abilities for children who fit Renzulli's definition of giftedness. 2. Courses should cover a wide range of subject areas in one year, as much as possible trying to keep a balance between them. 3. Topics taught in Mini-courses should be ones which cannot/are not taught in a regular class, or they are taught in such a way that only 'gifted' students can participate. 4. Expectations of what children are to learn and how much work is to be done are explained to the children prior to a course.	English
Della Webster* Shirley Burgess* Greg Kaiserat* David Storey* Allan Barteaux*	Hampton Elementary School P.O.Box 120 Hampton, N.B. E0G 1Z0	Fostering Environmental Education (Ages 6-18 all grades)	The Environmental Education Project is aimed at nurturing a new awareness in the outdoor environment. The ultimate aim is to develop a new generation of students who realize that the "thread that holds nature together is undoubtedly tough yet extremely fragile". The project is an innovative one insofar as it encompasses all areas of the curriculum and grade levels. The major instrument or indicator of the success of the project was the increase in the participation of both teachers and students in environmental studies. The program has achieved a high level of interest and support from students, parents, school trustees and teachers.	English

1988 Hilroy Award Winner/Lauréat au mérite de 1988

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Derek G. Wisdom	79 Hazen Avenue Rexforth, N.B. E2H 1N0	Tuning in to Physical Education (Grades 1-6)	The main objective of this project is to instil within each child a desire to be concerned with his/her own well living through daily physical education. Subsidiary objectives are: 1. to encourage classroom teachers to upgrade their own fitness and physical education knowledge. To feel comfortable teaching physical education as non-specialists; 2. To have children feel "good" about themselves physically; to carry over into a "sense of worth" in the classroom.	English

NOVA SCOTIA/
NOUVELLE-ÉCOSSE

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Nora R. Bannerman	Barney's River Station Pictou County, N.S. B0K 1A0	Original Plays Created from Fables for Primary and Grade 1 Level Children	This project is the adaptation of fables into plays suitable for understanding and presentation by Primary and Grade 1 children. The ultimate aim of the project is to have children become aware that they must care for and support other people and that they do bear a responsibility to others. The objectives are: 1. to develop an awareness of values in young children; 2. to put these values into practice in everyday living; 3. to increase one's self-concept; 4. to develop an appreciation and understanding of fables in literature; 5. to develop oral vocabulary and reading skills; 6. to present a play for enjoyment -- written by and for young children, which incorporates singing, dance and choral reading.	English
Bob Collings	RR#5 Middle Musquodoboit Halifax County, N.S. B0N 1X0	Individualized Reading/ Writing Program (Junior High and High School)	The objectives of this program are: 1. to increase student interest and enthusiasm for reading; 2. to help students to perceive themselves as readers and writers; 3. to meet the individual reading and writing needs of students through a student directed program; 4. to increase the skills and quality of student writing and the reflective thinking processes of student reading; 5. to increase student interchange, dialogue and sharing of reading material and writing materials; 6. to provide for a safe environment for risk taking with respect to writing about personal and relevant topics; 7. to make reading and writing more fun.	English
Marjorie Campbell Fougère	63 Rannie Crescent Sydney, N.S. B1S 3E1	Snuggle-Uggles and Other Stuff, by Marjorie, Song Book and Activities (All elementary grades)	The objectives of this project are: 1. to write children music that they can enjoy and learn from; 2. to have the students compose music, write lyrics and develop melodies that they can be proud of; 3. to encourage the use of good Canadian content in schools and to have the teacher actually become a part of that contribution by writing for and with the students; 4. to compile, publish and distribute to teachers and students the book of children's songs and fine arts activities so that they too might enjoy and learn from this project.	English

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Elmer Garber	RR#3 Bridgewater Lunenburg County, N.S. B4V 2W2	School Anthology, Published Writing (Grades P-6)	The objectives of this project are: 1. to involve students and teachers in a high quality writing process; 2. to teach writing skills such as brainstorming, categorizing, webbing and editing; 3. to provide an audience for student writing so that the act of writing becomes a meaningful activity; 4. to raise the self-esteem of students through an academic activity; 5. to show evidence to parents of the developmental aspect of writing, spelling, grammar.	English
Basil Ludlow	RR#3 St. Andrew's Antigonish County, N.S. B0H 1X0	History "Coming Alive" (Grade 8 Special Education)	This project is based on a topical approach. There are four main topics that have been selected and have a multi-development to them. The four areas selected are: Geography Introduction, Pioneer Life in Canada, RCMP, and World War I. The project is designed for maximum student input. The project has built into it research, learning strategies, evaluation and reinforcement components. The students learn a lot about four important areas of Canadian History and work on the skills that they are required to master over time. The project is student-centered and the objectives and strategies can be adapted to any discipline.	English
Ernestine L. MacDonald	5 Samuel Terrace Halifax, N.S. B3N 2Z9	Computer Writing – A Novel Approach (Grade 7)	Far too many seventh grade students struggle with writing experiences in their English classrooms. This computer writing unit offers students, of all ability levels, an equal opportunity, hands-on experience in a non-intimidating ergonomically conducive computer work environment. The unit also encourages parents and the general public to become participants in the computer writing, thus enhancing the great sense of pride students feel about their work.	English
William Schipilow*	17 Canterbury Street Dartmouth, N.S. B2Y 1S8	An Education Curriculum for the Trainable Mentally Handicapped: Junior and Senior High School Levels	The purpose for developing this program centered on two motives. The first motive was to develop a comprehensive educational program specific to the TMH group and to their learning characteristics. The second was to provide a manageable and totally accountable curriculum for the instructor. The use of this curriculum and its organization allows for easy transfer of information from one class to another, from one school to another and from one instructor to another.	English
Gloria Upham	92 Centennial Drive Truro, N.S. B2N 2L5	The Daily Writing Topic, A Systematic Approach to Classroom Writing	This project is a systematic approach which assures that every opportunity is given for daily writing experiences within the framework of the normal classroom. Each student is motivated and rewarded for finished products. This program also gives the classroom teacher a manageable amount of time to correct and record.	English

**1988 Hilroy Award Winner/Bourse au mérite de 1988*

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
David Von Zoost	RR#7 Amherst, N.S. B4H 3Y5	Grade 8 Canadian Literature Unit	The need for enrichment in the classroom as part of the curriculum is well-documented. The objectives of this Unit are: 1. to provide an advanced, enriched educational, optional experience for capable students; 2. to provide an opportunity for independent study; 3. to provide a small group situation for oral presentation and discussion of selected Canadian writers.	English

PRINCE EDWARD ISLAND/
ÎLE-DU-PRINCE-ÉDOUARD

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Beverley Boates*	Box 54 O'Leary, P.E.I. C0B 1V0	"Money Wise"	This project involves a money kit designed to teach students with a moderate degree of mental retardation to count money in a useful manner. The kit takes the student from a one cent value through to a one dollar value in slow, sequential steps until mastery has been achieved.	English
Glen MacEachern*	Tea Hill Crescent RR#1 Charlottetown, P.E.I. C1A 6E7	The Natural Life of Minegoo	The "Natural Life of Minegoo" is an audio-visual presentation depicting a cross-section of Prince Edward Island wildlife. Included in the program are shots of all the major eco-systems found throughout the Island, in addition to a few of its more prominent wildflowers. The kit which contains a filmstrip, cassette tape, and teacher's manual, was designed for use in the elementary and junior high classrooms, and has been distributed to all the elementary schools on the Island. The program was released by the P.E.I. Minister of Community and Cultural Affairs in April, 1987 during Wildlife Week. Since its release, it has received excellent reviews by teachers from Grades 1-8 who have used it in their science, social studies and language arts programs.	English

1988 Hilroy Award Winner/Bourse au mérite de 1988

NEWFOUNDLAND/
TERRE-NEUVE

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Cyril George Brown*	New Harbour Trinity Bay, Nfld. A0B 2P0	The Seminar Approach to Learning (Senior High School)	The purposes of the seminar are: 1. to enrich the school curriculum; 2. to expand student knowledge; 3. to get students involved in a seminar situation, a school day with a difference; 4. to provide an atmosphere to get students thinking and an opportunity for them to launch out into other issues in the future; 5. to provide a facility where students see many resource persons expanding their knowledge and skills; 6. to get students involved in organizing a seminar and taking part in the day's activities by chairing, reporting or speaking out; 7. to have the media show the general public how schools can use a different approach to advance learning and enrich the curriculum.	English
Andrea Cook Diane Coombs Linda Laite	Cowan Heights Elementary School 104 Canada Drive St. John's, Nfld. A1E 3M8	A Whole Language Approach to Teaching Language Arts at the Grade 1 Level Using Themes	This project entailed the development of a language arts program in keeping with the philosophy of the Whole Language Approach to reading. As an alternate to a basal reading series a thematic focus is used as the basis for this program. Theme selection depends upon the interest level of the children and the availability of resources. many themes have been developed including, "Family", "Winter Fun", "The Inuit", "Animals of a Cold Climate", "Whales", "Space" and "Spiders".	English
Helen Day	P.O. Box 475 Lewisporte, Nfld. A0G 3A0	Children: Literature and Writing (Grade 2)	This project uses quality children's literature, mainly predictable books, in the teaching of writing. By using these types of books children become involved in predicable patterned writing. Because the story is easy to recall the children experience very little difficulty in writing a story based on the particular book used at the time. Even though the book may be very simple and has a limited vocabulary as in Eric Hill's Where's Spot, these limitations may not be seen as being of a restrictive nature. The child can do that what he/she wants with the book, the only limitation being the child's imagination. The student is given the opportunity to explore, revise, publish, share and feel pride in a published piece of work. Thoughts and ideas come first, mechanics of writing or the teaching of basic skills come last.	English
Derek Mollon	Box 42 Lark Harbour Bay of Islands, Nfld. A0L 1H0	The Widget Corporation Project (Grade 7-Level III)	The objective of this project is to provide students with first-hand experience in the operation of a Corporation as it is done in Canada. The project allows much scope for individual involvement where several manufacturers or services may proceed at the same time in the hands of different groups of students. Larger classes might undertake a variety of projects, or might work on different stages of mass production.	English

1988 Hilroy Award Winner/Bourse au mérite de 1988

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language Langue
Robert Richards and Michael Barrett	G.C. Rowe Junior High School St. John's Avenue Corner Brook, Nfld. A2H 2E5	The Extension and Challenge Program for More Able Children (Grade 9)	The Extension and Challenge program addresses the need for differentiated curricula and more flexible time use for more able students in order to challenge them to produce the best quality educational products of which they are capable. The program utilizes a number of strategies including flexible timetables, learning contracting, peer teaching, enrichment activities, workshops and field trips, Quests and service projects. Each student operates from an individual educational plan. There is an emphasis on personal development in a holistic sense so that the learner can acquire the tools of learning while testing strengths and talents in a number of areas.	English
David White	P.O. Box 912 Carbonear, Nfld. A0A 1T0	"A Newfoundland Immersion Program"	"A Newfoundland Immersion Program" is an enrichment program to supplement the Language Arts and/or Social Studies programs at the Junior High Level. It employs an holistic approach to the teaching of Language Arts while it attains its objectives through an integration of Language and Social Studies activities. The program involves the reading and production of a series of three original plays written specifically with junior high students in mind.	English

NORTHWEST TERRITORIES
TERRITOIRES DU NORD-OUEST

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
Jeanne Bushey and Nancy Kapicki	Box 1506 Yellowknife, N.W.T. X1A 2P2 Box 2563 Yellowknife, N.W.T. X1A 2P9	A Phonics and Spelling Program for Grade 2	The intention of this program is to present the subjects of phonics and spelling to Grade 2 students as one integrated subject. The objectives of the interdisciplinary approach are: 1. to build a bridge between phonics and its natural partner, spelling; 2. to save valuable instructional time in the classroom; 3. to provide a program, which is not tied to one reading or phonics program, but which consists of words used widely at the Grade 2 level; 4. to create a program that can be easily individualized for both skill development and enrichment.	English

YUKON

Name/Nom	Address/Adresse	Title/Titre	Short Description/Brève description	Language/Langue
John Ringrose*	F.H. Collins Secondary School 1001 Lewes Boulevard Whitehorse, Yukon Y1A 3J1	Teaching the Skills to Write a Research Essay (Secondary)	Since Montaigne, essays have been an academic spade by which the deeds and secrets of the past have been unearthed. But any dig must be structured and methodical. Accordingly, the essay is a skill that should be taught. The primary objective of this project is to give students the necessary skills to allow them to write a research essay on any topic.	English

*1988 Hilroy Award Winner/Gagnant au mérite de 1988